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Year 4

Reading Targets

Name _____

	Child Speak Target		Greater Depth Target	
	Word			
K	<i>I can use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.</i>		<i>I can independently use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.</i>	
K	<i>I am aware that some words sound different to how they are spelt.</i>		<i>I know a range of words sound different to how they are spelt.</i>	
	Comprehension			
K	<i>I can show you I have understood an increasing wide range of texts I have read.</i>		<i>I can evaluate an increasingly wide range of texts I have read.</i>	
	<i>I am able to choose from a range of books that are set out differently but give me the information I require.</i>		<i>I am able to choose from and compare a range of books that are set out differently but give me the information I require.</i>	
K	<i>I can use a dictionary to check the meaning of new words.</i>		<i>I can use a dictionary confidently to check the meaning of new words and use them in my own work.</i>	
	<i>I can talk about different types of stories I have read.</i>		<i>I can talk about different types of stories I have read and compare their key features.</i>	
K	<i>I can identify different themes and conventions in a wide range of books I read.</i>		<i>I can identify and evaluate different themes and conventions in a wide range of books I read.</i>	
	<i>I will perform poems and play scripts to read aloud to keep the listener interested.</i>		<i>I confidently perform a range of poems and play scripts to read aloud to keep the listener interested.</i>	
	<i>I will discuss words and phrases that interest me.</i>		<i>I will evaluate the effectiveness of words and phrases that interest me and use them in my own work.</i>	
	<i>I can recognise different types of poetry.</i>		<i>I can recognise and compare different types of poetry.</i>	
K	<i>I check what I have read to ensure it makes sense.</i>		<i>I check what I have read to ensure it makes sense by comparing it with other books I have read and exploring the meaning of new words.</i>	
	<i>I ask questions to help me understand more about a book.</i>		<i>I confidently ask questions to help me understand more about a book.</i>	
K	<i>I use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story.</i>		<i>I use a range of quality evidence from different parts of the text to justify my inferences such as showing characters' feelings, thoughts and motives from their actions across the story.</i>	
K	<i>I can predict events in stories from what I have read.</i>		<i>I can accurately predict events in stories from what I have read.</i>	
K	<i>I can tell what the main ideas in a book are from reading a number of paragraphs.</i>		<i>I can tell what the main ideas in a book are from reading a number of paragraphs and categorising my ideas efficiently.</i>	
	<i>I understand that the way books are set out help the reader to identify the meaning.</i>		<i>I can evaluate the way different books are set out help the reader to identify the meaning.</i>	
K	<i>I can use non-fiction books to find out about things.</i>		<i>I can use non-fiction books to find out about things independently.</i>	
	<i>I can take turns when discussing books I have read, or had read to me and listen to what others have to say.</i>		<i>I can hold in depth discussion about books I have read, or had read to me and listen to what others have to say.</i>	